CENTRAL FLORIDA ASSESSMENT COLLABORATIVE

Individual Test Item

Specifications

Psychology 2

2014

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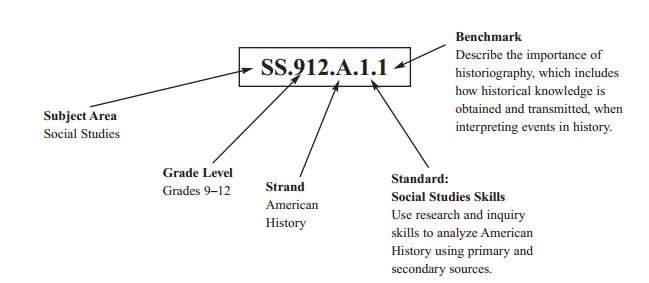
**I. Guide to the Individual Benchmark Specifications**

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the NGSSS and the Florida Standards. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

**Benchmark Classification System**

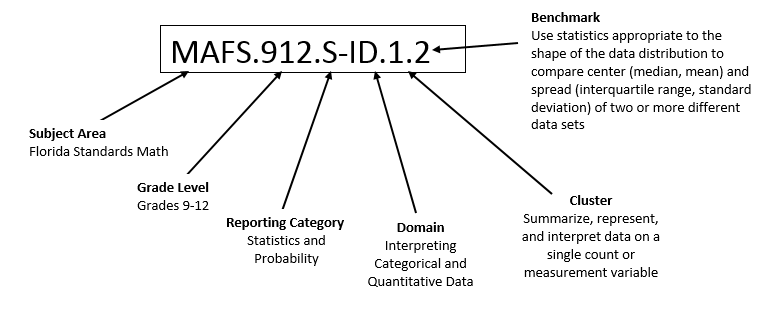
Each NGSSS benchmark is labeled with a system of letters and numbers.

* The two letters in the *first position* of the label identify the **Subject Area**.
* The number(s) in the *second position* represents the **Grade Level**.
* The letter in the *third position* represents the **Strand** or **Body of Knowledge.**
* The number in the *fourth position* represents the **Standard**.
* The number in the *last position* identifies the specific **Benchmark**.



Each MAFS benchmark is labeled with a system of letters and numbers.

* The four letters in the *first position* of the label identify the **Subject**.
* The number(s) in the *second position* represents the **Grade Level**.
* The letter(s) in the *third position* represents the **Category**.
* The number in the *fourth position* shows the **Domain**.
* The number in the *fifth position* identifies the **Cluster**.
* The number in the *last position* identifies the specific **Benchmark**.



**Definitions of Benchmark Specifications**

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for CFAC item banks. For each benchmark assessed, the following information is provided.

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| **Reporting Category** | is a grouping of related benchmarks that can be used to summarize and report achievement. |
| **Standard** | refers to the standard statement presented in the NGSSS or in the Florida Standards. |
| **Benchmark**  **Also Assesses** | refers to the benchmark statement presented in the NGSSS or standard statement in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. Such groupings are indicated in the Also Assesses statement.  refers to the benchmarks that are closely related to the benchmark (see description above) |
| **Item Types**  **Cognitive**  **Complexity** | are used to assess the benchmark or group of benchmark.  ideal level at which item should be assessed. |
| **Benchmark Clarifications** | explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions. |
| **Content Limits** | define the range of content knowledge and that should be assessed in the items for the benchmark. |
| **Stimulus Attributes** | define the types of stimulus materials that should be used in the items, including the appropriate use of graphic materials and item context or content. |
| **Response Attributes**  **Content Focus** | define the characteristics of the answers that a student must choose or provide.  defines the content measured by each test item. Content focus addresses the broad content and skills associated with the examples found in the standards, benchmarks, or benchmark clarifications. |
| **Sample Items** | are provided for each type of question assessed. The correct answer for all sample items is provided. |

**II. Individual Benchmark Specifications**

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| **Reporting Category** | Sensation and Perception |
| **Standard** | SS.912.P.4 |
| **Benchmark Number** | SS.912.P.4.1 |
| **Benchmark** | Discuss processes of sensation and perception and how they interact. |
| **Also Assesses** | SS.912.P.4.11, SS.912.P.4.12, LAFS.912.RH.1.2d, LAFS.910.RH.2.4 |
| **Item Types** | Selected Response, Extended Response |
| **Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to differentiate between sensation and perception and discuss the processes involved with each other. |
| **Content Limits** | Content should focus on the role of sensation and perception. The parameters will include the relationship between sensation and perception and how information is transmitted to the brain. |
| **Stimulus Attributes** | May include text/passages, images, charts, and graphs. |
| **Response Attributes** | None Applicable. |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: absolute threshold, vision, auditory, olfactory, taste, signal detection theory, binocular cues, retinal disparity, Gestalt, constancy, illusions, after images. |
| **Sample Item** | Dr. Lopez is a psychologist who is studying how an alligator’s visual system differs from that of a human. If he was strictly interested in the process of sensation, in which of the following areas should he concentrate?   1. The physical structure of the eye. 2. The usage of binocular depth cues. 3. The usage of Gestalt organization principles. 4. How visual information is processed by the brain.   Correct Answer: A |

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| **Reporting Category** | Sensation and Perception |
| **Standard** | SS.912.P.4 |
| **Benchmark Number** | SS.912.P.4.4 |
| **Benchmark** | Describe the visual sensory system. |
| **Also Assesses** | SS.912.P.4.8, SS.912.P.4.9, SS.912.P.4.10 |
| **Item Types** | Selected Response |
| **Complexity Level** | Moderate, High |
| **Benchmark Clarification** | The student will be able to describe the visual sensory system, depth perception, and perceptual constancies. |
| **Content Limits** | Content should focus on the role of sensation and perception. The parameters will include the relationship between sensation and perception and how information is transmitted to the brain. |
| **Stimulus Attributes** | May include text/passages, images, charts, and graphs. |
| **Response Attributes** | None Applicable. |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: absolute threshold, vision, auditory, signal detection theory, binocular cues, retinal disparity and parts of the eye, Gestalt, constancy, illusions, after images. |
| **Sample Item** | Which of the following senses is considered dominate to the extent that when conflicting information arises between two or more senses its input is emphasized?   1. Auditory 2. Kinesthesis 3. Olfactory 4. Visual   Correct Answer: D |

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| **Reporting Category** | Sensation and Perception |
| **Standard** | SS.912.P.4 |
| **Benchmark Number** | SS.912.P.4.6 |
| **Benchmark** | Describe other sensory systems, such as olfaction, gustation, and somesthesis (e.g., skin senses, kinesthesis, and vestibular senses. |
| **Also Assesses** | AA.912.P.4.5 |
| **Item Types** | Selected Response |
| **Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to describe the somesthetic senses of touch, pain, motion and balance.  The student will be able to identify the kinesthesis senses including joints, tendons and muscles.  The student will be able to identify the vestibular senses including the body’s motion and position. |
| **Content Limits** | Content should focus on the role of sensation and perception. The parameters will include the all other sensory systems including the responses to stimulus in our environment. |
| **Stimulus Attributes** | May include text/passages, images, charts, and graphs. |
| **Response Attributes** | None Applicable. |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: olfactory nerve, taste, cutaneous, Gate Theory, vestibular sense, kinesthesis. |
| **Sample Item** | Lonicia loves her gymnastics class, but has had difficulty with balance since she had an ear infection. Which of the following senses has obviously been affected?   1. Auditory 2. Kinesthesis 3. Vestibular 4. Visual   Correct Answer: C |

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| **Reporting Category** | States of Consciousness |
| **Standard** | SS.912.P.5 |
| **Benchmark Number** | SS.912.P.5.1 |
| **Benchmark** | Identify state of consciousness. |
| **Also Assesses** | SS.912.P.5.2, SS.912.P.8, LAFS.910.RH.1.2b, LAFS.910.RH.1.2d, LAFS.910.RH.2.4 |
| **Item Types** | Selected Response, Extended Response |
| **Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to identify the multiple states of consciousness and how they affect mental processes, and behavior. |
| **Content Limits** | Content will focus on the stages of sleep, drugs, and altered states of consciousness. |
| **Stimulus Attributes** | May include text/passages, images, or charts and graphs. |
| **Response Attributes** | None Applicable. |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, consciousness, REM sleep, NREM Sleep, categories of drugs and their effects on behavior and lastly meditation and hypnosis. |
| **Sample Item** | Which of the following altered states of consciousness would also include the production of alpha waves?   1. Dream sleep 2. Hypnosis 3. Mediation 4. Relaxing on the couch   Correct Answer: A |

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| **Reporting Category** | States of Consciousness |
| **Standard** | SS.912.P.5 |
| **Benchmark Number** | SS.912.P.5.3 |
| **Benchmark** | Describe the circadian rhythm and its relation to sleep. |
| **Also Assesses** | SS.912.P.5.4, SS.912.P.5.5, SS.912.P.5.6 |
| **Item Types** | Selected Response |
| **Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to describe the sleep cycle and how each stage works. Also how the circadian rhythm affects behavior. |
| **Content Limits** | Content will focus on all levels of sleep and should use standard numbers and not Roman numerals. |
| **Stimulus Attributes** | May include text/passages, images, or charts and graphs. |
| **Response Attributes** | None Applicable. |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include REM Sleep, NREM sleep, Circadian rhythms, insomnia, sleep apnea, narcolepsy, nightmares, night terrors, sleep walking. |
| **Sample Item** | Which of the following statements regarding the sleep cycle is true?   1. The sleep cycle is about 6 hours long. 2. The sleep cycle is about 60 minutes long. 3. Most of our vivid dreams occur in Stage 4 sleep. 4. We spend more time in REM sleep late in the sleep cycle, and deep sleep early in the sleep cycle.   Correct Answer: D |

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| **Reporting Category** | States of Consciousness |
| **Standard** | SS.912.P.5 |
| **Benchmark Number** | SS.912.P.5.7 |
| **Benchmark** | Compare theories about the functions of dreams. |
| **Also Assesses** | N/A |
| **Item Types** | Selected Response |
| **Complexity Level** | Moderate |
| **Benchmark Clarification** | The student will be able to compare theories and functions of dreams that may include but are not limited to: psychoanalytic theory and activation-synthesis model. |
| **Content Limits** | Content will focus on the importance of the theories of dream content. |
| **Stimulus Attributes** | May include text/passages, images, or charts and graphs. |
| **Response Attributes** | None Applicable. |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include: free association, latent content, manifest content, Sigmund Freud, Mesmer. |
| **Sample Item** | The remembered story line of the dream is called?   1. Free association 2. Latent content 3. Manifest content 4. Projection   Correct Answer: C |

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| **Reporting Category** | Social Psychology |
| **Standard** | SS.912.P.9 |
| **Benchmark Number** | SS.912.P.9.1 |
| **Benchmark** | Describe the attributional explanations of behavior. |
| **Also Assesses** | N/A |
| **Item Types** | Selected Response |
| **Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to describe the how individual behavior is impacted by groups, cultural and other social phenomena. |
| **Content Limits** | Content will focus on attitudes, persuasion, prejudice, social perception, and interpersonal attraction. |
| **Stimulus Attributes** | May include text/passages, images, or charts and graphs. |
| **Response Attributes** | None Applicable. |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include: social psychology, attribution theory, self serving bias, actor-observer bias, fundamental attribution theory, stereotype,  Group, norms, prejudice, discrimination, persuasion, brainwashing. |
| **Sample Item** | Jasper consistently makes fun of what a fellow classmate wears to school. Jasper thinks this classmate is a ‘loser’ because he generally wears the same few shorts and shirts to school day after day. What Jasper does not know is that his classmate’s family lost their home a few months ago.  Jasper’s assumption about his classmate is an example of which of the following?   1. Actor-observer bias 2. Availability heuristic 3. Fundamental attribution error 4. Self-serving bias   Correct Answer: C |

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| **Reporting Category** | Social Psychology |
| **Standard** | SS.912.P.9 |
| **Benchmark Number** | SS.912.P.9.4 |
| **Benchmark** | Describe the power of the situation. |
| **Also Assesses** | LAFS.910.RH.1.2b, LAFS.910.RH.1.2d, LAFS.910.RH.2.4 |
| **Item Types** | Selected Response, Extended Response |
| **Complexity Level** | Moderate, High |
| **Benchmark Clarification** | The student will be able to describe the power of group conformity. |
| **Content Limits** | Content will focus on group behavior, conformity and obedience, and aggression and altruism. |
| **Stimulus Attributes** | May include text/passages, images, or charts and graphs. |
| **Response Attributes** | Text-based response options are most suitable if an extended response is needed/ |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include: group polarization, social facilitation, group think, conformity, obedience, catharsis, altruism, diffusion of responsibility, bystander effect, social loafing, deindividuation, attitude, self-fulfilling prophecy, prejudice, discrimination, persuasion, brainwashing, Stanley Milgram, Phil Zimbard, Solomon Asch. |
| **Sample Item** | Which of the following statements is true regarding these social psychology experiments?   1. The Milgram study took place at Stanford University with the objective of studying eyewitness testimony. 2. The Zimbardo experiment took place at Princeton University with the objective of studying attraction and aggression in a group setting. 3. Both the Milgram and Zimbardo studies took place at Princeton University with the objective of studying memory reconstruction in a group setting. 4. Both the Milgram and Zimbardo studies took place at Ivy League universities with the objective of studying the power of the situation.   Correct Answer: D |

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| **Reporting Category** | Social Psychology |
| **Standard** | SS.912.P.9 |
| **Benchmark Number** | SS.912.P.9.6 |
| **Benchmark** | Describe how group dynamics influence behavior. |
| **Also Assesses** | SS.912.9.5, LAFS.910.RH.1.2d, LAFS.910.RH.2.4 |
| **Item Types** | Selected Response, Extended Response |
| **Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to identify and discuss topics that may include but not limited to: Asch experiment, deindividuation, group polarization, and in-group bias. |
| **Content Limits** | Content will focus on group behavior, conformity and obedience, and aggression and altruism. |
| **Stimulus Attributes** | May include text/passages, images, or charts and graphs. |
| **Response Attributes** | Text-based response options are most suitable if an extended response is needed. |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include: group polarization, social facilitation, group think, conformity, obedience, catharsis, altruism, diffusion of responsibility, bystander effect, social loafing, deindividuation, attitude, self-fulfilling prophecy, prejudice, discrimination, persuasion, brainwashing, Stanley Milgram, Phil Zimbardo, Solomon Asch. |

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| **Sample Item** | In Solomon Asch’s experiment, how did the test subject demonstrate the human tendency to conform to the group?  **Sample Answer:**  The test subject knew the correct response because it was obvious. Despite the fact that the answer given by the group was clearly erroneous, many times the test subject agreed with their answer for no other reason than to conform.  **Rubric:** |

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| **Reporting Category** | Social Psychology |
| **Standard** | SS.912.P.9 |
| **Benchmark Number** | SS.912.P.9.11 |
| **Benchmark** | Discuss factors influencing attraction and relationships. |
| **Also Assesses** | N/A |
| **Item Types** | Selected Response |
| **Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to understand how factors like proximity, physical attractiveness, and similarity plays a role in attractions and relationships. |
| **Content Limits** | Content will focus on interpersonal attraction and the aspects of relationships. |
| **Stimulus Attributes** | May include text/passages, images, or charts and graphs. |
| **Response Attributes** | None Applicable. |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include: social norms, explicit norms, implicit norms, foot in the door technique, attraction, matching hypothesis, reciprocity, triangular model of love, intimacy, passion, and commitment. |
| **Sample Item** | Cindy and Daniel are two very attractive individuals in a monogamous relationship. Which of the following supports their initial attraction to each other?   1. Matching hypothesis 2. Proximity 3. Social exchange theory 4. Social norms   Correct Answer: A |

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| **Reporting Category** | Cultural Psychology |
| **Standard** | SS.912.P.10 |
| **Benchmark Number** | SS.912.P.10.12 |
| **Benchmark** | Examine how perspectives affect stereotypes and treatment of minority and majority groups in society. |
| **Also Assesses** | SS.912.P.9.8, SS.912.P.10.10, SS.912.P.10.11, LAFS.910.RH.1.2b, LAFS.910.RH.1.2d, LAFS.910.RH.2.4 |
| **Item Types** | Selected Response, Extended Response |
| **Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to understand how schemas influence how an individual experiences the world and reinforces stereotypes and expectations of minority and majority groups. |
| **Content Limits** | None specified. |
| **Stimulus Attributes** | May include text/passages, images, or charts and graphs. |
| **Response Attributes** | None Applicable. |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include: assimilation, accommodation, in-group bias, out-group bias. |
| **Sample Item** | Kayla is a volleyball player that was accustomed to easy practices because of her past experiences with her previous coach. When a new coach took over the team, she expected the first day of practice to not be very challenging. At the end of practice she was so sore she could not move.  Because this coach violated her existing schema of coaches, which of the following best describes how she will adapt?   1. Assimilation 2. Accommodation 3. In-group bias 4. Out-group bias   Correct Answer: B |

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| **Reporting Category** | Intelligence |
| **Standard** | SS.912.P.13 |
| **Benchmark Number** | SS.912.P.13.2 |
| **Benchmark** | Discuss alternative conceptualizations of intelligence. |
| **Also Assesses** | SS.912.P.13.1 |
| **Item Types** | Selected Response |
| **Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to identify the various tools used to measure intelligence. This includes but is not limited to: Howard Gardner’s theory of multiple intelligences, Daniel Goleman’s theory of emotional intelligence, and Robert Sternberg’s triarchic theory of intelligence. |
| **Content Limits** | None specified. |
| **Stimulus Attributes** | May include text/passages, images, or charts and graphs. |
| **Response Attributes** | None Applicable. |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include: intelligence, intelligence quotient, heritability, standard deviation, normal distribution, bell curve, gifted, mentally retarded, Alfred Binet, David Weschler, Howard Gardner, Louis Thurstone. |
| **Sample Item** | Julius believes that the concept of intelligence is too complex to be simply defined by one number. He feels that several factors, such as someone’s musical and emotional abilities, should factor into the discussion as well.  Julius’ views are most similar to which intelligence researcher?   1. Alfred Binet 2. David Weschler 3. Howard Gardner 4. Louis Thurstone   Correct Answer: C |

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| **Reporting Category** | Intelligence |
| **Standard** | SS.912.P.13 |
| **Benchmark Number** | SS.912.P.13.4 |
| **Benchmark** | Discuss the history of intelligence testing, including historical use and misuse in the context of fairness. |
| **Also Assesses** | N/A |
| **Item Types** | Selected Response |
| **Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to understand the contributions to intelligence testing from Alfred Binet, Lewis Terman, and David Weschler. The student will be able to determine the difference between mental age and chronological age. The student will be able to know and identify the Stanford-Binet intelligence test and the Weschler intelligence scales. |
| **Content Limits** | None specified. |
| **Stimulus Attributes** | May include text/passages, images, or charts and graphs. |
| **Response Attributes** | None Applicable. |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include: Stanford-Binet intelligence test,  Alfred Binet, David Weschler, Howard Gardner, Louis Thurstone, IQ, mental age, transformed score, reliability, validity. |
| **Sample Item** | Which of the following researchers created intelligence tests to assess the intelligence levels of adults?   1. Alfred Binet 2. David Weschler 3. Jean Piaget 4. Lewis Terman   Correct Answer: B |

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| **Reporting Category** | Intelligence |
| **Standard** | SS.912.P.13 |
| **Benchmark Number** | SS.912.P.13.8 |
| **Benchmark** | Discuss the influences of biological, cultural, and environmental factors on intelligence. |
| **Also Assesses** | LAFS.910.RH.1.2b, LAFS.910.RH.1.2d, LAFS.910.RH.2.4 |
| **Item Types** | Selected Response, Extended Response |
| **Complexity Level** | Moderate, High |
| **Benchmark Clarification** | The student will be able to understand the role genetics plays in determining intelligence.  The student will be able to understand the cultural factors that influence the design of intelligence tests and the bias that exists among them. The student will be able to understand how the environment nurtures or disadvantages an individual in regards to their intelligence levels. |
| **Content Limits** | None specified |
| **Stimulus Attributes** | May include text/passages, images, or charts and graphs. |
| **Response Attributes** | None Applicable. |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include: Stanford-Binet intelligence test,  IQ, mental age, transformed score, reliability, and validity. |
| **Sample Item** | Jami is a child with an IQ of 130, which is technically classifies him as gifted. According to research on the biological and environmental contributors to intelligence, which of the following people would be mostly likely to have an IQ that resemble that of Jamie’s?   1. Jamie’s best friend 2. Jamie’s identical twin brother 3. Jamie’s math teacher 4. Jamie’s mother   Correct Answer: B |

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| **Reporting Category** | Motivation |
| **Standard** | SS.912.P.14 |
| **Benchmark Number** | SS.912.P.14.1 |
| **Benchmark** | Explain biologically based theories of motivation. |
| **Also Assesses** | LAFS.910.RH.1.2b, LAFS.910.RH.1.2d, LAFS.910.RH.2.4 |
| **Item Types** | Selected Response, Extended Response |
| **Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to explain motivation and human emotion through instinct drive reduction, incentives. |
| **Content Limits** | None specified |
| **Stimulus Attributes** | Text, quotations , illustrations, list of psychologist |
| **Response Attributes** | None Applicable. |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include: motivation, instinct, need, drive, homeostasis, physiological needs, safety needs. |
| **Sample Item** | Which example best illustrates the drive-reduction theory of motivation?   1. Mark takes first place in a pie-eating contest for eating 54 pies in one hour. 2. Mary eats a piece of chocolate cake for dessert after dinner because it is so delicious. 3. Jasmine just finished her workout and feels her body lacking fuel so she has a protein shake and an apple. 4. John is watching a movie with his girlfriend and eats popcorn and candy as a snack during the movie because that is what they always do.   Correct Answer: C |

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| **Reporting Category** | Motivation |
| **Standard** | SS.912.P.14 |
| **Benchmark Number** | SS.912.P.14.2 |
| **Benchmark** | Explain cognitively based theories of motivation |
| **Also Assesses** | N/A |
| **Item Types** | Selected Response |
| **Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to differentiate between extrinsic and intrinsic motivation. |
| **Content Limits** | None specified |
| **Stimulus Attributes** | Text, quotations , illustrations, list of psychologist |
| **Response Attributes** | None Applicable. |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include: extrinsic motivation, intrinsic motivation, incentive motivation, drive reduction motivation. |
| **Sample Item** | Mallory is an Olympic athlete that competes simply for the satisfaction of feeling accomplished. She does not train and compete for her fans or for the medals she receives.  Mallory’s motivation would be best described as which of the following?   1. Drive-reduction motivation 2. Extrinsic motivation 3. Incentive motivation 4. Intrinsic motivation   Correct Answer: D |

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| **Reporting Category** | Motivation |
| **Standard** | SS.912.P.14 |
| **Benchmark Number** | SS.912.P.14.3 |
| **Benchmark** | Explain humanistic theories of motivation. |
| **Also Assesses** | N/A |
| **Item Types** | Selected Response |
| **Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will understand Maslow’s hierarchy of needs and achievement, motivation, hunger, and how they relate to outside stimulus. |
| **Content Limits** | None specified |
| **Stimulus Attributes** | Text, quotations , illustrations, list of psychologist |
| **Response Attributes** | None Applicable. |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include: Abraham Maslow, Maslow’s Hierarchy of Needs, and self-actualization. |
| **Sample Item** | According to Maslow, which of the following needs is fulfilled once an individual has reached their potential?   1. Self-actualization 2. Self-handicapping 3. Self-fulfilling prophecy 4. Self-serving bias   Correct Answer: A |

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| **Reporting Category** | Emotion |
| **Standard** | SS.912.P.15 |
| **Benchmark Number** | SS.912.P.15.2 |
| **Benchmark** | Discuss psychological research on basic human emotions. |
| **Also Assesses** | LAFS.910.RH.1.2b, LAFS.910.RH.1.2d, LAFS.910.RH.2.4 |
| **Item Types** | Selected Response, Extended Response |
| **Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to describe how humans use and process emotions. |
| **Content Limits** | None specified |
| **Stimulus Attributes** | Text, quotations , illustrations, list of psychologist |
| **Response Attributes** | None Applicable |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include: emotions, opponent-process theory, James-Lange Theory, Cannon-Bard Theory. |
| **Sample Item** | Dale encounters a snake in his back yard and feels his pulse start to race. Because his pulse is racing, he determines that he should be fearful of the snake.  Which theory supports Dale’s emotional response to this situation?   1. Cannon-Bard theory 2. James-Lange theory 3. Misattribution of arousal 4. Schachter’s Two-factor theory   Correct Answer: B |